Week At A Glance CELL Model

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| Unit: 1 – Grade 2  Week: 4 | Focus Standards:   * **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. * **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. * **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text. | | | | |
| Student Objectives:  Students will describe, list and participate in activities about Winter.  Student will distinguish between the roles of author and illustrator.  Students will enjoy and analyze poetry related to the seasons, noting alliteration, rhyme, rhythm, and repetition. | | | | | |
| Terminology:  main idea, paragraph | | | Comprehension Strategy: Imaging – chart Rigby pg 14  Genre Focus: Informational/ Narrative | | |
| Read Aloud | | Shared Reading | Guided Reading | Independent Reading | Word Work/Phonics |
| * Snow * Snowflake Bentley * How do You Know it’s Winter \* * Sunshine Makes the Seasons \* * Poppleton in Winter \* | | * [Stopping by the Woods on a Snowy Evening](http://www.ketzle.com/frost/snowyeve.htm) (http://www.ketzle.com/frost/snowyeve.htm) * Winter Lullaby bb * Caps, Hats, Socks, and Mittens bb | * Continue teaching The Daily Five * Assess levels for Guided Reading | * set up book boxes * learning to self-select books * conferences | R.F.3.a: Know and apply grade level phonics and word analysis skills in decoding words.  Book: **Sequential Phonics: lessons 41-42 (o\_e)**  Word Wall Words  Rigby chart pg 13 |
| Interactive Writing | | Independent Writing | Vocabulary | Assessment/Rubrics | Technology |
| Fall IAW continuted | | What Does an Author Do? - The Writing Process? \*  What does an Illustrator Do? - writing a paragraph \*  Continue seasonal writing | * main idea * paragraph | Self assessment of behavior  Daily Five Check-in | Video:  The Bear Snores On (NUCenter) |